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ABSTRACT

The purpose of this booklet is to encourage global action that will protect children from the threat of nuclear war. A number of specific steps are suggested to reduce this threat, including: (1) finding 10 minutes per week to work on an anti-war project; (2) supporting anti-nuclear organizations; (3) joining anti-war organizations; (4) sharing pertinent information with others; (5) understanding a system; (6) organizing street lobbies; (7) utilizing the media; (8) challenging the experts; (9) pressuring public servants; (10) sponsoring a resolution or conference; and (11) engaging in citizen diplomacy. The booklet concludes with a list of organizations working for international peace. (SM)

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WHAT ABOUT THE CHILDREN?

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Samantha Smith Edition

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- Finally, we acknowledge our debt to you, and to the millions of citizens of all nations with whom we join in creating what Albert Einstein called "a chain reaction of awareness"—to free future generations from the threat of nuclear annihilation.



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I am a fortunate father. I have two healthy children. And when they were babies, I took care of them each afternoon. There were feedings, fevers, dirty diapers and colds. The cutting of teeth. Chickenpox. But what I remember most is the old wicker rocking chair, pillow over the phone, a baby snoring softly on my shoulder.

I knew then, as I know now, what mothers have known for centuries—there is nothing in this world more important than caring for a child, and for children everywhere.

It was also in that chair that I began to ask a haunting question. What would I do to provide for these children if there were a nuclear war? Where would I turn for food, medicine, or perhaps for some pain-killing drug? What if we were separated? What then?

What about the children? At first this question filled me with despair. There is nothing I can do, I thought. I tried to push the question aside. It would not go away. I saw the question on the playground. I saw it climbing the fence. I saw it running in tears with a scrape on the knee. I saw it in the empty stroller by the apartment door. And at night the question crawled into my bed and took away my sleep.

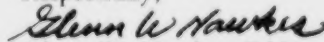
As the weeks turned to months, I began to think that this question must have some purpose in dogging me as it did. So I took it to some friends. They told me that they had been asking the same question. We formed a group. We took the question to the school. *What about the children?* We took it to the State Department of Education. *What about the children?* We took it to the Civil Defense Office. *What about the children?*

Officials expressed concern, but were unable to tell us how children could be protected. We soon realized that there was only one way to assure safety for our children: make sure that nuclear war never occurs.

What will happen as millions of people all over this planet begin to ask about the children; as governments, schools and other institutions are encouraged to face this question honestly and openly? With your help, we will find out. And as we ask the question — of politicians, of military experts, of doctors, of teachers, of church people, of ourselves — we will renew our roots in the preservation and not the destruction of life on earth.

My children are no longer babies. Yet I carry one of their tiny baby shirts in my pocket as a symbol, a reminder — a small flag. I like to think it keeps the question warm. Let's take this question in hand. I think we will turn this thing around — waving small flags.

Respectfully,



Glenn W. Hawkes, Ed.D.
Executive Director, PTSR

DEDICATION

This edition of WHAT ABOUT THE CHILDREN? is dedicated to Samantha Smith and her parents, the family from the United States that travelled to the Soviet Union in 1983 to build bridges of peace and understanding between the peoples of these two great nations.

Samantha and her father were killed in a plane crash in Auburn, Maine on August 25, 1985.



The kids had lots of questions about America – especially about clothes and music It seemed strange even to talk about war when we all got along so well together. I guess that's what I came to find out. I mean, if we could be friends by just getting to know each other better, then what are our countries really arguing about? Nothing could be more important than NOT having a war if a war would kill everything. That's the way it seemed to me.

SAMANTHA SMITH:
JOURNEY TO THE SOVIET UNION,
Little, Brown and Company,
Boston, 1985, pg. 49.

A Russian language edition of WHAT ABOUT THE CHILDREN? has been prepared for distribution in the Soviet Union.



Purpose

Our purpose is to stimulate global action that will protect children from the threat of nuclear war. We are urging adults everywhere to look carefully at present strategies for national and world security, and to realize that we are capable of better protecting our young.

We do not advocate any particular arms control proposal. We do not ask you to condemn any government or any system for the monstrous problem we face.

Rather, we ask that you be guided by one simple question: WHAT ABOUT THE CHILDREN? And we ask you to consider a number of specific steps we can take together.



Nature's first commandment

Adult animals everywhere seek to ensure the health and safety of their offspring. In many species, parents will die defending their young. When a colony of ants is disrupted, the entire society scurries to save the eggs. Providing for the next generation is nature's first commandment.

Today, however, we are confronted by some startling facts. We have set the stage to annihilate the next generation, and perhaps all generations thereafter. This may not be what we intend to do, but it is what we are prepared to do.

With today's technology, a single bomb can release more explosive energy in a fraction of a second than has been released by all the explosives in all the wars of human history. Together, the United States and Soviet Union have about 50,000 nuclear weapons ready to unleash at a moment's notice. Other nations have another 1,500 or more. All of these numbers are growing alongside a grotesque assortment of chemical and biological weapons.

While nuclear weapons threaten everyone, they pose a special danger to children, babies, and infants in the womb. Radiation, the destructive by-product of nuclear technology, does its most devastating work in the developing cells of the young. This is a fact that governments have been slow to recognize and even slower to publicize.

Children are endangered in yet another way. Vast resources — human and material — are being diverted to produce mountains of arms. A billion children suffer needlessly from lack of food, water and medical care, as billions of dollars are spent on armaments. World military budgets far exceed levels which might be needed for real defense and security.

Can we do no better than this? Are we less attentive than the ants?

We take steps to immunize children from diseases. We warn them to be careful crossing the street. We tell them to brush their teeth. Why, then, do we allow children to be exposed to the possibility of nuclear annihilation?



*Do more weapons make
us more secure?*

Throughout history, nations have sought security by gathering the most powerful weapons available. The greater the number of weapons, the greater the strength and security. Or so it seemed.

This is the basic idea of deterrence, as summed up in the ancient Roman precept: "If you want peace, prepare for war."

But does continued escalation of the arms race provide genuine and lasting security? Do you, for example, feel more secure as these weapons proliferate along with the number of nations possessing them?

Today the United States and the Soviet Union have most of the nuclear weapons. France, Great Britain, China and India have a smaller number. But other nations are scrambling to "catch up." Argentina, Brazil, Iraq, Israel, Libya, Pakistan, South Africa, South Korea and Taiwan all have the technological capacity to develop the bomb. Several of these nations may already have the bomb. As the nuclear club grows, security everywhere is diminished.

Nations are not the only problem. With more weapons in circulation and with the spread of nuclear weapons technology, it is almost certain that non-governmental groups will soon have these weapons in hand. A city can be leveled with one bomb carried in the trunk of a car.

Finally, as the numbers multiply, and as weapons become more accurate, we face the increased possibility of accidental war.



The arms race is like two people standing in a room full of gasoline up to their knees. Both are collecting matches and thinking that the more matches they collect, the more secure they will be.



The new "first-strike" weapons are particularly dangerous. These missiles are so powerful and accurate that they can travel long distances and land on target. Land-based missiles, even deep in their hardened silos, are now vulnerable. These missiles could be destroyed in a first-strike, unless they were launched before the impact of incoming warheads.

What is the response to such a threat? A policy called Launch-On-Warning is already being developed by military planners in both the United States and the Soviet Union. Launch-On-Warning means that a nation launches its missiles as soon as computers give warning of an attack. By doing this, the targeted nation prevents its missiles from being destroyed on the ground.

But computers, as we know, make mistakes. Over the last few years computer warning systems have on several occasions indicated enemy attack when there was none. Luckily, there were a few critical minutes available to check and correct the errors, and thus avoid ordering a retaliatory launching.

"Improved" weapons, combined with the Launch-On-Warning policy, allow no time to double check. They create more hair-trigger conditions where hair-trigger conditions already prevail. We are moving toward a point where a simple computer error could bring about the war that nobody wants.

Deterrence may have worked for periods of time in the past. But today's weapons confront us with an entirely new set of risks. How long will we cling to the dangerous superstition that more of these weapons make us more secure?



Hiroshima and Nagasaki — what about the children?

Nuclear weapons have been used twice on human populations — on Hiroshima, August 6, 1945, and three days later on Nagasaki. While today's weapons are 50 to 1,200 times more powerful, it is instructive to review the effects of those first bombings. We are especially interested in what happened to the children.

The immediate effect, of course, was the instant incineration of many thousands of human beings. Thousands more died within days or weeks. And then there were the survivors.

Experts have studied both the short- and long-term impact of the Hiroshima-Nagasaki bombings. They tell us that the survivors who suffered most were babies, children, the aged, the sick and the handicapped. In short, those most in need of strong family support.



At the same time, families disintegrated. Key members died. Others were lost. Some, out of hopelessness, abandoned one another and wandered about as if in a dark dream.

It is reported that during the days following the bombings, some of the orphans placed signs in the rubble where their homes had stood. "Mother, where are you?" "Father, where are you?"

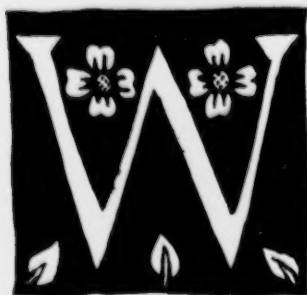
As we have noted, radiation most seriously damages cells that are actively growing and multiplying. It is particularly damaging to infants still in the womb. In Hiroshima and Nagasaki, pregnant women suffered spontaneous miscarriages. Others delivered babies marked by a variety of physical and mental defects. For example, babies were born with small heads and underdeveloped brains. Other abnormalities included cirrhosis of the liver, funnel chest and Down's syndrome, to name but a few.

Children also contracted leukemia and other cancers. Strontium 90, often called a "bone seeker," was a by-product of the nuclear explosions. It contaminated milk and then made its way into the bones of children where it was stored like calcium. Months or years later, children developed leukemia.

Cancer of the thyroid was also common. Iodine 131, another radioactive by-product, concentrated in the thyroid gland. Again, children were the most vulnerable.

Physical diseases and deformities were accompanied by a variety of psychological scars and illnesses. These effects continued for many years in the form of chronic depression, diminished vitality and high levels of anxiety.

The list of problems goes on and on. It has been said that human beings are the "soft targets" in a nuclear war. If this is so, then children are the softest targets of all.

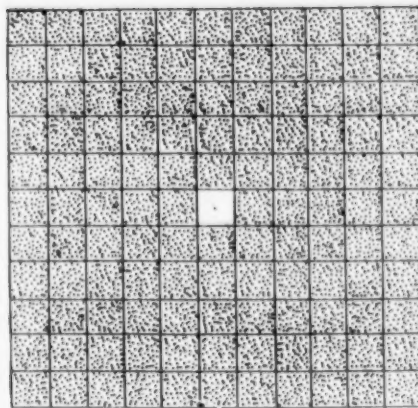


What if...?

What would happen in a nuclear war today? Let's start by considering the effects of a one-megaton bomb.

A one-megaton bomb has the explosive yield of 50 Hiroshima bombs exploding all at once. Imagine a freight train filled with TNT and stretching a distance of 320 kilometers (km) or over 200 miles. That's the equivalent destructive power of a single one-megaton bomb – without the radiation.

**4 TONS OF TNT
FOR EVERY MAN,
WOMAN AND CHILD**



The dot in the center square represents all of the firepower exploded in World War II, including Hiroshima and Nagasaki—the equivalent of three megatons of TNT.

The other dots represent the number of World War II equivalents that now exist in the form of nuclear weapons—18,000 megatons, or the firepower of 6,000 World War II's.

These dots equal the firepower of nearly one million Hiroshima bombs—4 tons of TNT for every man, woman and child on earth.

In an all-out nuclear war, thousands of such weapons would be exploded on civilian and military targets all over the northern hemisphere. It is almost impossible to comprehend what this would mean for humans. Comparisons to past disasters are totally inadequate.

Following the Hiroshima and Nagasaki bombings, the survivors received assistance from the outside world. There would be no such help in the next nuclear war. There would be no outside world to assist!

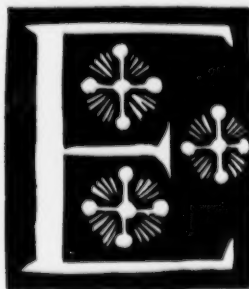
Systems of transportation, communication and power would be totally disrupted. Food, water and electricity would be unavailable. Televisions, radios and telephones would be useless.

Any survivors would have little or no medical care to ease their suffering. Hospitals, antibiotics, blood banks and narcotics for pain would be destroyed – to say nothing of doctors and nurses, themselves killed or crippled. The children instantly vaporized would probably be the lucky ones.

Some creatures, however, would thrive. Many insects and disease-carrying pests are resistant to radiation and would flourish in the aftermath of nuclear explosions. Rats would multiply. Plagues would fester and spread, abetted by huge numbers of untended human and animal corpses.

Scientists now believe that even a small number of nuclear explosions (less than 10% of the weapons at hand) could produce a "nuclear winter," with clouds of radioactive debris blotting out the sun and smothering the earth with poisons and freezing temperatures.

Finally, if there were survivors beyond such a winter, they would face irreversible environmental damage. For example, the ozone layer in the atmosphere might be so seriously depleted that many animals and plants would die, unprotected from the sun's powerful ultraviolet rays. Birds, bees and other vital links in the food chain could perish, causing the ecosystem to collapse – perhaps forever.



A new form of tyranny

Even if nuclear weapons are never used, the arms race jeopardizes our health and safety. The enormous military budgets of the world are a "theft of funds" that might otherwise be used to clothe, feed and care for the next generation. The world spends over 750 billion dollars a year on the military – that's more than one million dollars a minute.

As weapons continue to consume an ever larger share of the planet's resources, poor people everywhere suffer the most. Some, in frustration, turn to violence. Thus, the arms race not only threatens future violence, it guarantees violence now.

If the arms race is pushed into space, there will be even less security and more violence on earth. Efforts by one side to achieve a military advantage will be matched by counter-measures on the other side. Furthermore, poor and hungry people will not remain passive as even more of the earth's precious resources are diverted from social to military uses. A trillion dollars spent in the sky could thus reap a grim harvest of terrorist actions aimed at those nations most directly involved in the militarization of space.

A less obvious effect of the arms race is psychological. Research confirms what common sense has already told us: the spectre of sudden death from the sky contributes to mental and spiritual illness.

Many children worry about their prospects for growing up. They believe that they will die in a nuclear war. For these children the future is hopeless and adults seem powerless to change the situation. In fact, children often wonder whether the adults are even trying.

We are told that nuclear weapons protect our freedoms and beliefs. But the truth is these weapons erode the very ideals they are supposed to defend. They undermine our sense of human dignity. They steal hope from our children.

Nuclear weapons represent a new and terrible form of tyranny. Daily we live as hostages to the stark reality that a single person, or even a computer accident, can destroy everything we know and love.



If civil defense shelter signs are misleading the public, see that such signs are changed or taken down. In the city of Boston, the shelter signs were changed to read:

**NO SHELTER – NO
ESCAPE, WARNING**

"The Board of Health of Boston has determined that no occupants of this building will survive a nuclear attack. NUCLEAR WAR has no cure. It can only be prevented."



*Twisted words,
distorted images*

Language plays a subtle but important role in maintaining the arms race. Nuclear weapons are given appealing names, such as Little Boy, Peacekeeper, Badger and Honest John.

Governments speak of "nuclear shields" and "nuclear umbrellas" as if there were some sure way to stop in-coming missiles. In fact, no such defenses exist, and scientists the world over question the logic and likelihood of ever developing them.

One government publication, written for children, describes nuclear war as if it were just another social inconvenience. The text then assures us: "Everyone will work together to help the community get back to normal."

The term "terrorism" is used when a bomb is sent through the mail or hostages are held for ransom. Yet when governments threaten to kill millions of people with nuclear weapons that is not called terrorism—it is called strategy.

Even the term "arms race" is misleading. It implies that the side with the most weapons will be a winner.

When language is distorted in this way, our perceptions of reality are also distorted. For example, the term "acceptable casualties" leads us to think of a small number, when in fact the term is used to describe the incineration of millions of human beings and perhaps an entire civilization. A so-called limited war in Europe would cause more terrible destruction than any war in human history.

At the head of this parade of misleading images, we find "defense," "security," and "national interest," where there is no defense, diminishing security, and a very serious question about whose interests, if any, are being served.

We must resist such false and twisted thinking and use words, phrases and images that convey the realities of mass destruction. The medical profession can be helpful in this effort. Physicians do not refer to badly burned or irradiated people as "acceptable losses." Medical doctors understand that terms like "winning" or "surviving," and phrases like "getting back to normal" would have little meaning in the conditions of plague and epidemic that would follow any nuclear war.

Awareness of language is vital if we are to avoid being lulled into thinking of nuclear war as an "acceptable risk."

Of all the words that might be used to clarify thought and guide action, we recommend four in particular: WHAT ABOUT THE CHILDREN?

In one town, a group of children prepared their own statement on disarmament. They sent 12,000 copies of the statement to other children, urging them to write to their political leaders. The statement points out:

Every day the threat of nuclear war becomes greater. Our leaders are making decisions that affect us, as children, more than anyone else. We believe that the only way all the people, all the children, will be safe from a nuclear holocaust is for the United States and the Soviet Union to stop building nuclear bombs and take apart the ones that are already built.

These children have expressed a powerful determination to live as free human beings and not as hostages to the threat of nuclear annihilation.



2 billion reasons to take action

We are afloat on a vast sea of mass destruction technology — nuclear, biological, chemical and more. Our problems are compounded by political and economic inequalities and by an international atmosphere of fear and distrust.

As we confront the images of what may happen to us and to our children, it's easy to feel overwhelmed, angry and frustrated. And it's tempting to conclude that there is nothing we can do.

There is great danger here. For if we believe there is nothing we can do, we will do nothing. And if enough people do nothing, nuclear war will be inevitable.

How can we overcome our feelings of helplessness? Again let us turn to the QUESTION as a reminder of our responsibility to the next generation. Children trust us to protect them. We must not betray that trust.

But that is not all. Children offer us something more in return for our caring. Young children, by nature, possess intense hope for the future. We feel it even in the tiny fist of a newborn baby. That hope is a gift for all of us. It is a source of strength and courage that we need as we commit ourselves to action.



What can we do?

People respond in many ways when confronted with the question about the children. Some insist that building more bombs is the only way to protect children. Others call for bomb shelters and the stockpiling of pain-killing medication.



Sadako Sasaki was a small child when the bomb fell on her home town of Hiroshima. Several years later she developed "radiation sickness"—leukemia.



She was afraid of death, but she never lost hope for the future. She had heard that if she folded one thousand paper cranes, she would live a long life with good fortune. Sadako died after folding 644 cranes, but her friends kept folding. They later built a monument which thousands of people visit every year. Today the paper crane is a symbol of peace for those who vow that the bomb must never be used again.

But most people understand that preventing nuclear war is the best protection, and probably the only protection for children in the long run.

You may wish to try some of the following suggestions, or you may think of alternative strategies. Above all, let's agree to take steps now. Next month, next year, may be too late.

SMALL STEPS ARE IMPORTANT. As millions of people commit even just a small portion of time and energy to this work, the cumulative impact will be tremendous. A small step may have far-reaching effects. If you can find ten minutes a week to work on a project, you will make a significant contribution toward lasting peace and real security.

WORK WITH OTHERS. By ourselves we can easily become discouraged. But there is strength in association, and energy in organization. Invite friends to a weekly gathering — at a home, church or coffee shop — to explore ideas, to educate one another, to plan a public reading of this booklet, to develop other strategies.

JOIN AN ORGANIZATION, OR TWO. Numbers do count. Memberships and financial investments (dues and contributions) are essential for sustaining constructive efforts at all levels. Encourage others to join one or more of the organizations that are enhancing our chances for survival. Give a membership to a friend as a gift. (Some organizations are listed at the back of the booklet.)

CREATE LINKS. Share pertinent information with teachers, students, doctors, lawyers, businesspeople, artists, clergy, and others in your community. Let them know about organizations and programs that might suit their needs. Tell your doctor about the Physicians for Social Responsibility. Take a copy of this booklet to your pediatrician. Let your attorney know about the Lawyers Alliance for Nuclear Arms Control. These people may choose to become more involved because you've cared enough to be in touch with them.

WORK IN THE MAINSTREAM. The health and survival of children is a mainstream issue. It is a patriotic issue. Let's carry the flag and stand on the parade ground as we teach others about the ways that nuclear weapons subvert our political ideals and undermine the rights of human beings everywhere. The symbols we use — like the language we speak, the clothes we wear, the name we call ourselves — can help or hinder our efforts to reach and educate other people. (Write us for more information on this relationship between language and survival.)

STREET LOBBY. As a new way of demonstrating concern, organize a street lobby — a quiet, business-like gathering of citizens in front of a local legislative office. Carry a clip board with relevant information; approach passerbys and ask for their opinion. Suggest that they go into the congressional office to get more information, and to register their personal view. This non-partisan, professional kind of "lobby" is designed to facilitate dialogue between citizens and their political representatives. Those so involved are more likely to develop a rational perspective.



Many outstanding military leaders have called for a halt and reversal in the nuclear arms race. These leaders understand that such weapons have no place in the military tradition. They believe in protecting non-combatants. They do not support the indiscriminate slaughter of civilian populations.

One of the greatest of all military theorists pointed out that military means must always promote political ends. What, let us ask, are the political ends reflected in weapons which exact their most gruesome toll from children, babies, and infants in the womb?

It is very important to see that soldiers are informed about the nature of these weapons. Let's make copies of this booklet available to all military personnel. We may find to our surprise that good soldiers will be strong allies in this battle for sanity and survival.



USE ALL THE MEDIA. Newspapers, radio, television and the graphic arts can foster a broad base of dialogue and concern for the question about the children. Possible uses of media include writing letters, making posters, conducting interviews and setting up panel discussions. "Public access" broadcasting time is available through many radio and some television stations.

ASK TOUGH QUESTIONS. Challenge "the experts." Question authority. An informed and active citizenry is the wellspring of democracy. Governments have embraced policies of secrecy and misinformation regarding nuclear weapons and the arms race. Citizens have successfully challenged some of these ill-conceived policies. For example, when the US government tried to promote a "Crisis Relocation Plan," people held this policy up for examination, and found it so foolish and so dangerous that they pressured their political representatives to reject it. The policy changed because citizens got involved.

PRESSURE PUBLIC SERVANTS. Write letters telling your representatives how you feel about their actions. Vote into office those who pledge to work for the well-being of children everywhere. Vote out of office those who are not committed to this form of justice.

SPONSOR A RESOLUTION OR A CONFERENCE. Professional people have a responsibility to explore the question we raise. In the health field, for example, there is much concern for preventing child abuse, mental retardation, and disease. The prevention of nuclear war is an equally important responsibility, and should be pursued with no less professional commitment.

DISTRIBUTE THIS BOOKLET. Give copies to friends and relatives, and to teachers and administrators in your local schools. Enclose a copy when sending cards or gifts for special occasions — holidays, birthdays, anniversaries, etc. Ask your library to display this and other good literature dealing with the issue. Send a copy to members of your high school or college graduating class, and to the faculty and administrators of your alma mater. Mail a copy to each of your legislators, along with a statement of your concern, if that seems appropriate. Give copies to the staff of nursery schools, daycare centers, hospitals, and other institutions where health — especially children's health — is of primary concern. Leave a booklet where people might find it and read it — on a bus, in a plane, at the clubhouse, etc. Such seeds often yield unexpected fruits.

ENGAGE IN CITIZEN DIPLOMACY. Working together, we can help fulfill the dream, and in a sense the life, of the young girl from Maine who dared to take the future into her hands and act upon it.

Diplomacy is not, and never has been, the monopoly of nations. Business corporations and churches have, for centuries, carried out their own diplomatic initiatives. The future may hinge on direct citizen engagement in the develop-

ment of international policies and programs that affirm what nations have in common. We must encourage the international exchange of ideas and people – students, teachers, artists, politicians, musicians, health workers and others. We can actively model alternatives to the enemy-centered policies that prop up the nuclear arms race. As more people lead, more leaders will follow.

WRITE US FOR MORE INFORMATION about how to join a growing international network of citizens who are engaged in promoting a people's foreign policy.



In our town, several parents asked the principal what plans had been made to care for children in the event of nuclear war. After studying the problem, a committee issued a report that concluded: **THERE ARE NO REASONABLE ANSWERS TO THE QUESTION OF HOW TO ENSURE THE HEALTH AND SAFETY OF SCHOOL CHILDREN IN THE EVENT OF A NUCLEAR WAR.**

The report emphasizes the need to prevent nuclear war and calls upon the school to help children learn skills and attitudes necessary to resolve conflicts without resorting to violence.

As the report was being prepared, several difficult issues were raised:

- Should pain-killing medications (such as opium and morphine) be stockpiled at the school or in the community?
- If so, who would administer the drugs?
- Should parents sign permission forms indicating that these drugs be given to their children?
- What would happen to children who might be abandoned at the school?

These last items were painful to contemplate, but they forced us to face squarely the logical, if grim, consequences of what could happen. As a result, many of us realized how urgent it is to take action to prevent such a catastrophe. One positive action was the formation of a state-wide group – Parents and Teachers For Social Responsibility. This booklet was created through that organization.



And what of the future?

Each of us must decide how to respond to the question about the children. Whatever the choice, there are risks. But we can be sure of one thing. Children learn more from what we do than from what we say. Talk of peace and justice means little unless there is action to follow.

The great tragedies of human history seldom result from overt evil actions. Such tragedies come about when millions of people fail to get involved. Let us not forget what happened in World War II when well-meaning persons stood by while millions of their neighbors were led away. Evil feeds upon non-action.

It is the grand drama of our time that civilization can be halted in its tracks by the actions of a few careless human beings, or even by some computer accident. But it is a far grander drama that we, the people, are now called upon to play – to create the foundations of a new order.

We who live on the edge of the 21st century have a choice: to build new bridges and survive, or stand by the walls of the past and perish.

This is an enormous challenge. But we are entrusted with a source of strength greater than any destructive technology. There is no need for loud drums or shrill bugles. No banner stained with hate. Just the small flag. The memory of that tiny fist. The gift of life itself.

If we succeed in building those bridges—and we must—our grandchildren will one day tell their grandchildren the story about Samantha, Sadako, and all of the others who had the courage to do what had to be done.

*It's hard to believe how lucky I've
been and how much my life was
changed by writing that letter.*

Samantha Smith
Ibid., 119.



ORGANIZATIONS

While some of these organizations may appear to be restricted (to physicians, to lawyers, to students, to women, etc.), membership is generally encouraged for all who are interested in joining.

PARENTS AND TEACHERS FOR SOCIAL RESPONSIBILITY, INC.

Box 517, Moretown, VT 05660 802 223-3409 & 802 229-0137

AMERICAN COMMITTEE ON EAST-WEST ACCORD

109 11th Street, EE
Washington, D.C. 20003
202 546-1700

BEYOND WAR

222 High Street
Palo Alto, California 94301
415 328-7756

CENTER FOR INNOVATIVE DIPLOMACY

644 Emerson, Suite 32
Palo Alto, CA 94301
415 323-0474

EDUCATORS FOR SOCIAL RESPONSIBILITY

23 Garden Street
Cambridge, MA 02138
617 492-1764

GROUND ZERO

P.O. Box 19049
Portland, Oregon 97219
503 245-3519

LAWYERS ALLIANCE FOR NUCLEAR ARMS CONTROL

43 Charles Street, Suite 3
Boston, MA 02114
617 227-0118

MOBILIZATION FOR SURVIVAL

853 Broadway, Rm. 418
New York, N.Y. 10003
212 533-0008

NUCLEAR FREE AMERICA

2521 Guilford Avenue
Baltimore, MD 21218
301 235-3575

PEACE LINKS

747 8th Street, SE
Washington, D.C. 20003
202 544-0805

PHYSICIANS FOR SOCIAL RESPONSIBILITY

200 Third Street SE
Washington, D.C. 20003
202 939-5750

SANE

711 G Street
Washington, D.C. 20003
202 546-7100

STUDENT/TEACHER ORGANIZATION TO PREVENT NUCLEAR WAR (STOP)

11 Garden Street
Cambridge, MA 02138
617 492-8305

UNION OF CONCERNED SCIENTISTS

26 Church Street
Cambridge, MA 02138
617 547-5552

WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM

1213 Race Street
Philadelphia, PA 19107
215 563-7110

An excellent resource guide, **FIRST STEPS TO PEACE**, is available from: **THE FUND FOR PEACE**, 345 East 46th Street, New York, NY 10017, 212 661-5900.

PARENTS AND TEACHERS FOR SOCIAL RESPONSIBILITY (PTSR) is an educational organization that encourages citizens to be well informed on critical issues related to the health and safety of children. Program priority focuses on the threat of nuclear war as the number one health risk facing children today.

INTERFAITH INTERACTION. Like governments, religious organizations can communicate and cooperate with one another in an effort to promote a just and lasting peace, or they may go their separate ways and thus fail to realize this vast potential for survival.

In yet another parallel with government, it is often the people, the lay members of the community, who must take the lead if a new path is to be found. So we urge the members of various religious groups to create new avenues of interfaith dialogue and cooperation in dealing with the nuclear issue.

Excellent educational materials can be obtained from the outreach offices of many religious communities, some of which are listed below. (We would appreciate hearing your ideas on interfaith networking. Tell us about good sources that we've not listed here.)

**AMERICAN BAPTIST CHURCH PEACE
CONCERNS PROGRAM NATIONAL MINISTRIES**
P.O. Box 851
Valley Forge, Pennsylvania 19482-0851
215 768-2412

AMERICAN FRIENDS SERVICE COMMITTEE
1501 Cherry Street
Philadelphia, PA 19102
215 241-7177

CLERGY AND LAITY CONCERNED
Room 302, 198 Broadway
New York, NY 10038
212 964-6730

THE EPISCOPAL CHURCH
Public Issues Office
815 Second Avenue
New York, NY 10017
212 867-8400

FELLOWSHIP OF RECONCILIATION
Box 271
Nyack, NY 10960
914 358-4601

**INTERFAITH CENTER TO REVERSE THE ARMS
RACE**
132 North Euclid Avenue
Pasadena, CA 91101
818 449-9430

INTERHELP
330 Ellis Street #505
San Francisco, CA 94102
415 673-5433

**LUTHERAN CHURCH IN AMERICA
DIVISION FOR MISSION IN NORTH AMERICA**
231 Madison Avenue
New York, NY 10016
212 696-6700

**PRESBYTERIAN CHURCHES PEACEMAKING
PROJECT**
475 Riverside Drive, Suite 1101
New York, NY 10015
212 870-3326

**THE RIVERSIDE CHURCH DISARMAMENT
PROGRAM**
490 Riverside Drive
New York, NY 10027
212 222-5900

THE SHALOM CENTER
Church Road and Greenwood Avenue
Wyncote, PA 19095
215 576-0800

**UNITARIAN UNIVERSALIST NETWORK
"SPEAK YOUR PEACE" ADVERTISING
CAMPAIGN**
5808 Green Street
Philadelphia, PA 19144
215 843-2930

UNITED CHURCH OF CHRIST PEACE PROJECT
105 Madison Avenue
New York, NY 10016
212 683-5656

**UNITED METHODIST CHURCH DEPARTMENT
OF PEACE**
777 UN Plaza
New York, NY 10017
212 682-3633

**UNITED STATES CATHOLIC CONFERENCE
OFFICE OF INTERNATIONAL JUSTICE AND
PEACE**
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005
202 659-6600

SOURCES

Information in this booklet is supported by many sources, several of which are noted below.

Hiroshima and Nagasaki: The Physical, Medical, and Social Effects of the Atomic Bombings. Written by "The Committee for the Compilation of Materials on Damage Caused by the Atomic Bombs in Hiroshima and Nagasaki." Translated by Eisei Ishikawa and David L. Swain (1981). This is a major source of factual information on the actual effects of the atomic bombings on human populations.

Nuclear Weapons: Report of the Secretary-General of the United Nations. Written by an international team of experts, this is the report of the Secretary-General as presented to the General Assembly in the fall of 1980. Unfortunately, as the text points out, "it must be noted, with regret and concern, that the nuclear-weapon States, and in particular the two super-Powers, withheld their participation" in the work that resulted in this document. Still, this is a valuable source of vital information.

"Nuclear War and Climatic Catastrophe," in **Foreign Affairs** (Winter 1983-84), by Carl Sagan, was one of the first scientific accounts of "nuclear winter," and is generally supported by subsequent research studies, including the findings of an 18 member committee of the National Academy of Science, entitled: "The Effects on the Atmosphere of a Major Nuclear Exchange" (1984). See also **The Cold and the Dark: The World after Nuclear Winter**, by Paul Ehrlich and Carl Sagan (1984).

Last Aid: The Medical Dimensions of Nuclear War. Edited by Eric Chivian, Susanna Chivian, Robert Jay Lifton and John Mack, **Last Aid** is a collection of articles written by physicians and physicists. The book itself is an example of how people from "adversary" nations can work together for mutual aid and survival. "It is a direct result of the First Congress of International Physicians for the prevention of Nuclear War, a meeting in which 72 physicians from 12 countries, including the United States, the Soviet Union, the United Kingdom, Canada, Western Europe, and Japan, put aside their ideological differences to work together to prevent the world's most serious threat to human health and life – nuclear war."

World Military and Social Expenditures, 1984. By Ruth Leger Sivard. A respected source of information documenting major trends in military spending, and comparing those trends with what is spent to meet the world's mounting social needs.

Unforgettable Fire: Pictures Drawn by Atomic Bomb Survivors. Often we are told "but you must listen to the experts." **Unforgettable Fire** is a collection of primary source materials – artwork and commentary – by women, men and children who lived through the atomic bombings. These survivors, of course, are the true experts on what life and death were like at the time of the bombings and in the aftermath. Edited by the Japanese Broadcasting Corporation (NHK), the book should be seen by every adult human being.

GROUPS COOPERATING IN THE PREPARATION AND DISSEMINATION OF THIS BOOKLET

AMERICAN COMMITTEE ON EAST-WEST ACCORD,
Washington, D.C.
AMERICAN FRIENDS SERVICE COMMITTEE, Putney, Vermont
CENTER FOR WORLD EDUCATION, University of Vermont,
Burlington, Vermont
CHILDREN'S CAMPAIGN FOR NUCLEAR DISARMAMENT,
Plainfield, Vermont
EDUCATORS FOR SOCIAL RESPONSIBILITY (ESR), Cambridge,
Massachusetts
LAWYERS ALLIANCE FOR NUCLEAR ARMS CONTROL,
Vermont Chapter
NEW HAMPSHIRE PHYSICIANS FOR SOCIAL
RESPONSIBILITY, Hanover Chapter
NORWICH CENTER, "BRIDGES FOR PEACE," Citizens project
for US-USSR dialogue, Norwich, Vermont
STUDENT/TEACHER ORGANIZATION TO PREVENT
NUCLEAR WAR (STOP), Northfield, Massachusetts
VERMONT PHYSICIANS FOR SOCIAL RESPONSIBILITY,
Burlington and Central Vermont Chapters

Parents and Teachers for
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THE PLEDGE

I/WE PLEDGE TO TAKE
WHATEVER NON-
VIOLENT STEPS WE CAN
TO FREE CHILDREN
FROM THE THREAT OF
NUCLEAR
ANNIHILATION.

Signature(s) _____

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WHAT'S YOUR NUCLEAR I.Q.?

1. The temperature at the center of a nuclear explosion is: (a) the same as conventional explosives; (b) half that of the sun's surface; (c) equal to that on the sun's surface; (d) many times hotter than on the surface of the sun.



2. Which of the following are characteristics of radiation? (a) invisible, odorless and tasteless; (b) no taste, no smell, produces a faint burning sensation to the skin; (c) acid taste and smell; (d) a fine dust or haze, but no taste or smell.



3. The animal most resistant to the dangerous effects of radiation: (a) cows; (b) cockroaches; (c) human beings; (d) pigs.



4. The animal most vulnerable to the effects of radiation: (a) human beings; (b) armadillos; (c) mice; (d) cockroaches.

5. Which of these human populations is most likely to suffer cell damage and cancer following a nuclear attack?: (a) babies; (b) the elderly; (c) middle age men and women; (d) adolescents.



6. One of these radioactive by-products of a nuclear explosion has been called a "bone seeker" because it chemically resembles calcium, and it gets into human bone tissue where it causes leukemia and bone tumors: (a) iodine-131; (b) cesium-137; (c) potassium-40; (d) strontium-90.



7. Today's technology makes it possible to explode a nuclear weapon which, in a tiny fraction of a second, releases more energy than: (a) World War I; (b) World War I and World War II; (c) all of the wars in the 20th century; (d) all the wars in human history.



8. Present stockpiles of nuclear weapons are equivalent in explosive power to: (a) 6 World War II's; (b) 60 World War II's; (c) 600 World War II's; (d) 6,000 World War II's.



9. The name given to the bomb that was dropped on Hiroshima: (a) Little Boy; (b) Tall Man; (c) Bambi; (d) Honest John.



10. Major nuclear powers have developed extensive plans to provide for the health and safety of top political and military leaders in the event of nuclear war. Compared to such plans, what is the level of planning to provide for children at the local elementary school?: (a) no plans; (b) minimum preparedness; (c) adequate preparedness; (d) equal to, or better than, the plans for the top officials.



ANSWERS: 1. "(d)" 2. "(a)" 3. "(b)" 4. "(a)" 5. "(a)" 6. "(d)" 7. "(d)" 8. "(d)" 9. "(a)" 10. We have no answer to this question.